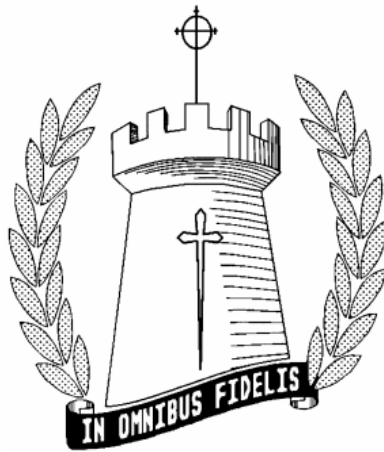


St Damian's RC Science College

## **KS4 CURRICULUM INFORMATION**



*'Believe to Achieve'*

# **Year 9**

## **2024-2026**



Dear Students,

Welcome to your KS4 Curriculum Booklet. It outlines your Core curriculum (what you have to do) and the Options choices (courses **that you can choose** to do).

Your curriculum must be broad and balanced. The information provided will explain which subjects are strongly recommended and which are Option choices. Where you do have choice, there are many factors to consider before you make your decision: what you enjoy; what your strengths are; what the course consists of; what you want to do after Year 11 and in the future. You may not yet know what you want to do as a future career, in which case, make choices that keep your options open and be aspirational! Discuss your choices with your family, your tutor and teachers or our career's advisor. Take the opportunity at the Options Marketplace to talk to older students about their experiences. Consider all the commitments involved in your option choices regarding classwork, homework and examinations.

Every single one of you will receive a personalised recommendation for the subjects to select. We strongly recommend you act on this advice as this will support you in achieving the success you deserve.

Whilst we will try to ensure that you will study your preferred subjects, you need to be happy with all the subjects you choose to study, including your reserve choice. We may need to talk to a few of you about your choices. After the Options process, please be aware some pupils may not get a subject choice:

- if not enough students opt for a certain subject and we have to withdraw the course
- if there is a clash of subjects when we plan the curriculum
- if we feel your choices are not suitable.

The Options Form will need to be completed and signed by a parent/carer before it is returned on options online by the deadline of **Friday 22<sup>nd</sup> March 2024**. You will find information in this pack about how to complete your options online.

I hope you enjoy reading all about the subject choices available to you and be inspired to make positive choices about the courses you will be studying for the next two years.

**GOOD LUCK!**

Yours sincerely,



**Mrs S Kelly**  
Assistant Headteacher

# The St Damian's Curriculum

At St. Damian's, our first priority is to ensure that the curriculum we offer our pupils promotes the development of Catholic values in each individual. In addition, we encourage all pupils to become responsible, contributing and caring members of society.

We are continuing in our efforts to develop a range of courses that enable all pupils, regardless of their academic ability, to experience a challenging, broad and balanced curriculum which both implicitly and explicitly prepares them for the world of work.

## Core Subjects

Core subjects are studied by everyone and outlined below:

Religious Education- page 5

English Literature and English Language- page 6

Mathematics- page 7

Science- Combined Science is two GCSEs- Page 8

Core Physical Education and PSHE (non- examined)

Individual recommendations are made for each student, which is based on the information we have built up over Key Stage 3, including KS2 data, progress in subjects, attitude to learning and attainment.

## Options

GCSE Art and Design – page 9

GCSE Computer Science- page 11

GCSE Food Preparation and Nutrition- page 14

GCSE Geography- page 15

GCSE History- page 16

GCSE Music- page 18

GCSE Physical Education- page 19

GCSE Spanish- page 21

GCSE Separate Sciences- Biology, Chemistry and Physics (one GCSE in each subject)- page 20

BTEC Technical Award: Child Development- page 10

BTEC Technical Award: Construction- page 12

BTEC Technical Award: Hospitality and Catering- page 17

BTEC Technical Award: Sport- page 22

# The English Baccalaureate

The English Baccalaureate (Ebacc) is a school performance measure that includes **core academic subjects**.

The government announced in 2015 that the vast majority of students should take Ebacc subjects at KS4, believing that Ebacc subjects will enhance the prospects of pupils, both in terms of subsequent education and in employment.

## Core Academic Subjects

English

Maths

History or Geography

Two Sciences - One of these could be Computer Science

A Modern Foreign Language

Taking into account the context of our students at St Damian's, we believe that many of our students are capable of achieving the English Baccalaureate and this is reflected in our curriculum offer.

For further information you can find official, Government documentation here:

<https://www.gov.uk/government/publications/english-baccalaureate-ebacc>

## GCSEs

### How the new grades compare with the old ones

Old grades	New grades
A*	9
A	8
B	7
C	6 5 STRONG PASS 4 STANDARD PASS
D	3
E	2
F	1
G	1
U	U

GCSE stands for General Certificate of Secondary Education. These are two-year courses that are graded from 1-9, 1 being the lowest and 9 being the highest grade. A grade 4 is the benchmark for a 'standard' pass and a grade 5 is the benchmark for a 'good' pass. Pupils are assessed at the end of the course in year 11 through final examination. Some GCSE courses have a coursework element, but this makes up a smaller percentage of the final marks.

Source: Ofqual



## Technical Awards

Technical Awards have a larger coursework element which makes up 60% of the final assessment. There is still an examination element to the Technical Awards. The courses are equivalent to one GCSE grade and are graded as Pass, Merit, Distinction or Distinction \*. We offer four Technical Awards at St Damian's in Hospitality and Catering, Child Development, Construction and Sport. A Pass is equivalent to a grade 4 at GCSE. A distinction is equivalent to a grade 7 at GCSE.

# Making sensible choices

The choices your child makes about what to study at Key Stage 4 are very important and decisions should be made carefully and thoughtfully. Below are some suggestions to help when advising your child.

1. Take your time. Important decisions need lots of thinking about.
2. Talk to your parents and discuss your ideas with them.
3. Find out as much information as you can about the option subjects you are interested in:
  - Talk to teachers in charge of the various subjects. Read the information concerning GCSE courses from your subject teachers.
  - Ask your Head of Year for advice.
  - Talk to present Year 10 / 11 students who are studying the options you are interested in.
4. Look at your past Progress Checks and your subject reports. Think about where your strengths lie. **Which subjects are you good at?** You are more likely to be successful in these subjects.
5. **Don't pick a subject just because your friends are opting for it.** There is no guarantee that you will be in the same group and it is better in Years 10 and 11 to focus on the subjects you are going to achieve well in.
6. **Don't pick a subject based on liking a teacher.** This teacher could leave or you may not be allocated to their class.
7. You must also remember that some of the group sizes may be too large or too small and we may have to ask you to make an alternative choice. **It is very important to think carefully about reserve choices.**

The remainder of the booklet gives you more detailed information relating to the different subjects on offer at Key Stage 4.

## **Websites that might help with your choice:**

[www.russellgroup.ac.uk](http://www.russellgroup.ac.uk) (The Russell group represents the top 20 leading universities)

[www.careerpath.com](http://www.careerpath.com)

[www.alec.co.uk](http://www.alec.co.uk)

[www.apprenticeships.org.uk](http://www.apprenticeships.org.uk)

[www.businesscasestudies.co.uk/career-info](http://www.businesscasestudies.co.uk/career-info) - the Times 100 Careers Guides which give information on companies and what kinds of jobs are available

[www.nationalcareersservice.direct.gov.uk](http://www.nationalcareersservice.direct.gov.uk)

[www.plotr.co.uk](http://www.plotr.co.uk)

[www.careersbox.co.uk](http://www.careersbox.co.uk)

[www.futuremorph.org](http://www.futuremorph.org)

## CORE: RELIGIOUS STUDIES



### COURSE CONTENT:

Pupils must study two different World Religions.

Religion and Life based on a Study of Catholic Christianity and Catholicism along with an in depth study Judaism.

### Specification

Candidates will study the following themes. All questions are compulsory.

- Theme 1: Origins and Meaning
- Theme 2: Good and Evil
- Theme 3: Life and Death
- Theme 4: Sin and Forgiveness
- Theme 5: Judaism

These components will be assessed by compulsory questions focusing on knowledge, understanding and evaluation of the identified themes.

### Assessment Details

Final examination – The whole course will be examined at the end of Year 11. Students will be given revision materials and additional revision lessons nearer to the exams to support them in their preparation.

### Skills/Aptitudes Required for Success

- Reading and obtaining information
- Selecting relevant information
- Working co-operatively with others
- Identifying problems and come up with ways of solving them
- Evaluating actions looking at both sides of an argument
- Considering the opinions and actions of others
- Learning tolerance and understanding

RE is relevant to a wide range of careers. For example, teaching, the police, journalism, broadcasting, librarianship, community work and social work, nursing and medicine, the armed forces.

### Staff Contact for Further Information

Mrs M Gerschler

### Exam Board

Eduqas – Religious Studies ROUTE B Catholic Paper

<https://www.edugas.co.uk/qualifications/religious-studies-gcse/>

3 examinations

Components 1 and 2 are 1 hour 30 minutes  
Both examinations worth 37.5% of the GCSE

Component 3 is 1 hour 25% of the GCSE

## CORE: ENGLISH LANGUAGE/ ENGLISH LITERATURE



### COURSE CONTENT:

The course is comprised of two separate GCSE subjects: English Language and English Literature. However, both elements of the course must be sat in order to attain both GCSEs.

### Specification

**1ENO (Language)**  
**8702 (Literature)**

### Exam Board

**Pearson**  
**AQA**

### Assessment Details

#### **English Language (Edexcel)**

Paper 1 - 1 hr 45 mins (40%)

Paper 2 – 2 hrs 5 mins (60%)

#### **English Literature (AQA)**

Paper 1 – 1 hr 45 mins (40%)

Paper 2 – 2 hrs 15 mins (60%)

### Skills/Aptitudes Required for Success

The overall aim of the English Department is to extend each child to his/her full potential in the four modes of language: reading, writing, speaking and listening, using the vocabulary and grammar of standard English when appropriate, thereby ensuring that each child has the opportunity to:-

- Develop a variety of writing styles,
- Develop reading comprehension skills,
- Enjoy and appreciate good literature,
- Develop a critical consciousness about themselves and the society in which they live,
- Take responsibility for their own actions and their own learning, and
- Work co-operatively with others.

English is important in all careers for receiving instructions, writing articles, letters, reports or books, using the telephone, giving a lecture and arguing the case.

### Staff Contact for Further Information

Mrs R Turbatu

## CORE: MATHEMATICS



### COURSE CONTENT:

During Years 10 & 11, all pupils study mathematics described in the Programme of Study for Key Stage 4 of the National Curriculum. The mathematics taught comes under the following section headings:-

- Using and Applying Mathematics
- Number
- Algebra
- Geometry
- Statistics

### Specification

1MAO  
J560

### Exam Board

Pearson - Higher tier  
OCR - Foundation tier

### Assessment Details

#### Final Examinations

Pupils will sit three papers at the end of Year 11. Results will be Grades 1 to 9.

One of the written papers is a non-calculator paper. There are 2 different tiers of entry at GCSE – Foundation (Grade 1 up to 5), and Higher Level (Grades 5 to 9). A decision on which tier of entry is appropriate for each pupil will be made initially at the start of Year 10 and reviewed throughout the year.

### Skills/Aptitudes Required for Success

The ability to work hard and meet deadlines is required.

Mathematics is used or required in many careers within engineering, operational research and the financial and business world.

### Staff Contact for Further Information

Ms O Price



## COMBINED SCIENCE – DOUBLE AWARD (2 GCSEs)

The Combined Science GCSE is a Double Award and is worth two GCSEs.

The course is 100% examination at the end of Year 11 and practical skills are assessed within the written papers. Students will be required to keep a record of all their practical work in a separate Practical Science log book. There is also a 20% weighting for maths within new the Combined Science Award.

### Specification

GCSE (9-1) Combined Science

### Exam Board

Pearson



### COURSE CONTENT:

Students will start the GCSE in Year 9, building on skills, knowledge and understanding from Years 7 and 8. The students will complete the first half of the Combined Science course in Year 10 and complete the second half of the Combined Science course in Year 11. Students will study a variety of Biology Chemistry and Physics topics and these topics will be assessed in 6 separate examinations at the end of Year 11. Each exam is worth 16.67% of the Combined Science double qualification.

Topics studied in Year 10	Topics studied in Year 11
Biology Paper 1: Key concepts in biology; Cells and control, Genetics; Natural selection and genetic modification; Health, disease and the development of medicines.	Biology Paper 2: Key concepts; Plant structures and their functions; Animal coordination, control and homeostasis; Exchange and transport in animals; Ecosystems and materials.
Chemistry Paper 1: Key concepts in Chemistry; States of matter and mixtures; Chemical changes; Extracting metals and equilibria.	Chemistry Paper 2: Key concepts; Groups in the periodic table; Rates of reaction and energy changes; Fuels and earth science.
Physics Paper 1: Key concepts of Physics; motion and forces; Conservation of energy; Waves; Light and the electromagnetic spectrum; Radioactivity.	Physics Paper 2: Key concepts; Energy; Forces and their effects; Electricity and circuits; Magnetism and the motor effect; Electromagnetic induction; Particle model; Forces and matter.

### Assessment Details

External examinations will be sat in May/June of Year 11.

All students will **complete 2 Science GCSE qualifications** at the end of Year 11.

### Skills/Aptitudes Required for Success

Consistent work showing developments in understanding of scientific concepts, maths skills for science and practical skills will be measured regularly by internal class and linear assessments.

Science is used in a variety of different fields such as medicine, the pharmaceutical industry, research, teaching, environmental work and land based industries.

### Staff Contact for Further Information

Mrs A Baynham

## FREE CHOICE: ART AND DESIGN



### COURSE CONTENT:

The course develops the area of Fine Art, whereby students produce practical and critical/contextual work. There is an emphasis on **drawing and painting** in this course but students may also include printmaking, mixed media, sculpture, land art, installation and photography.

### Specification

8202

Work taken from the whole two years will form the overall final grade

### Exam Board

AQA

### Assessment Details

#### **Component 1: Portfolio 60%**

Students develop responses to initial starting points, project briefs or specified tasks and realise intentions informed by research, the development and refinement of ideas and meaningful engagement with selected sources. Responses will include evidence of drawing for different purposes and written annotation.

#### **Component 2: Externally Set Assignment 40%**

Students respond to a starting point provided by AQA. This response provides evidence of the student's ability to work independently within specified time constraints, realise intentions that are personal and meaningful and explicitly address the requirements of all four assessment objectives.

#### **Both components must demonstrate evidence of the 4 Assessment Objectives:**

- AO1: Develop ideas through investigations, demonstrating critical understanding of sources.
- AO2: Refine work by exploring ideas, selecting and experimenting with appropriate media, materials, techniques and processes.
- AO3: Record ideas, observations and insights relevant to intentions as work progresses.
- AO4: Present a personal and meaningful response that realises intentions and demonstrates understanding of visual language.

### Skills/Aptitudes Required for Success

You must enjoy Art and Design and feel confident about drawing and painting.

The course relies heavily upon personal research and you must be prepared to work independently, to have a lively and enquiring mind and to show initiative in developing the set themes in your own way.

Art & Design can lead to careers in all sectors of industry as well as in publishing, advertising, the media or working as a fine artist or art historian. Invaluable for teaching, working with children & in therapy.

### Staff Contact for Further Information

Mr McArdle

## FREE CHOICE: CHILD DEVELOPMENT TECHNICAL AWARD



### COURSE CONTENT:

The Award gives learners the opportunity to develop applied knowledge and understanding of child development and growth up to the age of five, how children learn through play and how meeting the needs of individual children will support their development, play and learning.

### Specification

**BTEC Level 1/Level 2 Technical Award in  
Child Development**

### Exam Board

**PEARSON**

### Assessment Details

- Units 1 and 2 are Internally Assessed via controlled assessment portfolios (60%)
- Unit 3 is Externally Assessed (2-hour exam / 60 marks / 40%)

### Core Units:

Unit 1: Children's Growth and Development

Unit 2: Learning Through Play

Unit 3: Supporting Children to Play, Learn and Develop

Grading – Level 1 Pass to Level 2 Distinction \*

### What does the qualification cover?

Learners will have the opportunity to develop knowledge and technical skills in the following areas:

- ✓ The characteristics of children's development from birth up to five years
- ✓ Factors that affect growth and development
- ✓ The importance of play the reasons why children may need support
- ✓ Supporting all children to learn and develop physically, intellectually, emotionally, socially and adapting activities to support children's play, learning and development

The rationale for the BTEC Level 1/Level 2 Tech Award in Child Development is to:

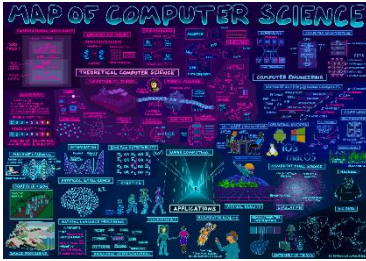
- Inspire and enthuse learners to consider a career in early years, or related sectors
- Support progression to a more specialised Level 3 vocational or academic course, such as in Early Years, Health and Social Care, Psychology or an apprenticeship
- Give learners the potential opportunity, in due course, to enter employment

A most useful link can be found at [www.edexcel.com](http://www.edexcel.com)

### Staff Contact for Further Information

Miss M Guilfoyle

## FREE CHOICE: COMPUTER SCIENCE



### COURSE CONTENT:

Computer Science is an engaging and practical GCSE that encourages creativity and problem solving. It encourages students to develop their understanding and application of the core concepts in computer science. Students also analyse problems in computational terms and devise creative solutions by designing, writing, testing and evaluating programs.

### Specification

GCSE(9-1) Computer Science J277

### Exam Board

OCR

### Assessment Details

The OCR Computer Science is a 2-year course. This is split into two components which are assessed in two papers at the end of year 11 for the GCSE exams.

**Paper 1 (Computer Systems)** – Covers everything in component one of the computer science specs. It is mostly theory covering topics such as Systems Architecture, Memory and Storage, Computer Networks, Network Security, Systems Software, and Impacts of Technology.

**Paper 2 (Computational Thinking and Algorithms)** – Covers everything in component 2. Topics covered include programming, Algorithms, Designing and testing robust programs, using IDEs.

### Skills/Aptitudes Required for Success:

- Problem Solving skills.
- Resilience
- Teamworking skills
- Basic computational and logical thinking

**Jobs in Computer Science may include:** Application analyst, Applications developer, Cyber security analyst, Data analyst, Forensic computer analyst, Game designer, Games developer, Machine learning engineer, Penetration tester, Software engineer, Systems analyst, UX designer, Web designer, Web developer.

### Staff Contact for Further Information:

Mr J Tabas



## FREE CHOICE: BTEC TECHNICAL AWARD CONSTRUCTION AND THE BUILT ENVIRONMENT



### COURSE CONTENT:

This qualification has been developed to provide an engaging and stimulating introduction to the construction industry. The course has three components:

- **Component one: Construction Technology – 40%**
- **Component two: Construction in Practice – 30%**
- **Component three: Construction in Design – 30%**

Within these three components, there is knowledge, skills and understanding of Construction Technology. The Technical Award gives learners the opportunity to develop sector-specific applied knowledge and skills through realistic vocational contexts. Learners will have the opportunity to develop applied knowledge and practical skills.

### Specification

**BTEC Level 1/2 Tech Award Construction and the Built Environment**

### Exam Board

**Pearson**

### Assessment Details

**Component one:** Construction Technology - externally assessed through written examination.

All other units are internally assessed through portfolio-based work.

**Component two:** Construction in Practice

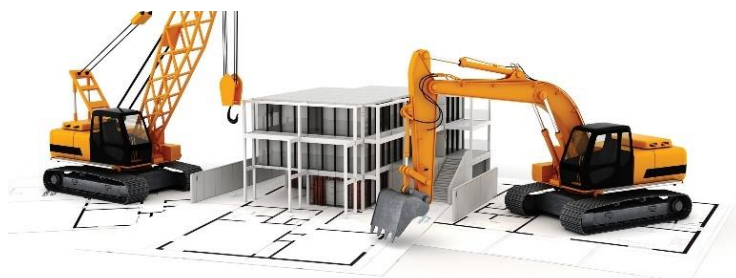
**Component three:** Construction in Design

The rationale for all qualifications in the BTEC Technical Award in Construction and the Built Environment is to:

- Inspire and enthuse learners to consider a career in the construction sector.
- Give learners the opportunity to gain a broad knowledge and understanding of, and develop skills in, the construction industry.
- Support progression to a more specialised Level 3 vocational or academic Construction course or an apprenticeship.
- Give learners the potential opportunity, in due course, to enter employment within a wide range of junior job roles across the construction industry.

### Staff Contact for Further Information

Mrs S D'Rozario



## FREE CHOICE: DRAMA



GCSE Drama offers students the opportunity to explore Drama as a practical art form in which ideas and meaning are communicated to an audience through choices of form, style, and convention. Students will create, perform, and respond to Drama informed by their theoretical knowledge of Drama and theatre. The subject content details the knowledge, understanding and skills that students are expected to develop throughout the course of study.

### Specification:

8261

### Exam Board:

AQA

### COURSE CONTENT AND ASSESSMENT DETAILS:

**Component 1: Written Paper – 1 hour 45 minutes (80 marks – 40% Study of a Set Play)**

The written paper comprises three sections:

- A – Multiple Choice (4 marks)
- B – Four questions on a given extract from the set play (46 marks)
- C – One two-part question on the work of theatre makers in a single live production (30 marks)

Candidates must answer Question 1 from Section A and choose one further question from either Section B or Section C.

The paper assesses Assessment Objectives 1 and 3, with relative weightings of 20% and 20% respectively. Externally set and marked.

### **Component 2 – Practical (Devising Drama) 80 marks (40%)**

Candidates are required to:

- Write a devising log (60 marks)
- Present a devised performance (20 marks)

Controlled Assessment options: Acting, Lighting, Sound, Set Design, Costume and Puppets.

### **Component 3: Practical (Texts in Practice) 40 marks (20%)**

Candidates are required to:

- Performance of two extracts from one play
- Performance of Extract 1 (20 marks) and Extract 2 (20 marks)

This component is marked by AQA.

### **Skills/aptitudes required for SUCCESS:**

Communication, ability to express oneself in written and practical form, problem solving skills, co-operation, reliability, adaptability, application, patience, enthusiasm, and determination.

### **Staff Contact for Further Information:**

Miss Brookes

# FREE CHOICE: GCSE FOOD PREPARATION AND NUTRITION

## COURSE CONTENT:

This is a two-year course, where students will gain the knowledge and understanding of:

- Food Preparation Techniques
- Food, Nutrition and Health
- Food Science
- Food Safety
- Food Choice
- Food Provenance

A great deal of the specification will be taught through practical experiences so that a greater understanding of the functions and working characteristics of food materials is obtained. This method of teaching allows sufficient time for the theory to be taught alongside the making experience.

During the course pupils will be expected to demonstrate their food preparation and cooking techniques as part of the non-exam assessment. There are 2 non-exam assessments based on 'food investigation' and 'food preparation assessment'. The context and content of these non-exam assessments will be forwarded by AQA prior to the internal assessment.



Specification

8585

Exam Board

AQA

## Assessment Details

The examination accounts for 50% of the final qualification, the paper lasts for 1 hour and 45 minutes and is un-tiered. There are 2 sections to the examination, Section A is based on multiple choice questions and accounts for approximately 20 marks and Section B covers the rest of the specification and accounts for 80 marks.

The non-exam assessments cover the remaining 50% of the examination; candidates submit photographic evidence of food products produced and concise folders demonstrating research, investigations, analysis and evaluations, planning and use of ICT.

## Skills/Aptitudes Required for Success

- Pupils must be able to work in a variety of situations including independent work and group work
- Organisational skills are essential as students will be required to bring ingredients on a regular basis
- Be creative and willing to experiment
- Be able to meet deadlines as well as being prepared to carry out extra study in their own time

Possible careers related to Food Preparation and Nutrition include work in the Hospitality & Catering sector, the food industry and teaching.

## Staff Contact for Further Information

Mrs S D'Rozario

## HUMANITIES CHOICE: GEOGRAPHY



### COURSE CONTENT:

#### Year 10

The Challenge of Natural Hazards  
The Living World  
UK Physical Landscapes  
Physical fieldwork

#### Year 11

Urban Issues and Challenges  
Human Fieldwork  
The Changing Economic World  
The Challenge of Resource Management

Specification

A

Exam Board

AQA

### Assessment Details

#### Examinations – 100%

The examinations will assess knowledge / understanding and skills connected with the above topics. There are 3 examinations, one of which will be testing students on fieldwork studies and their ability to analyse and evaluate primary and secondary data collection techniques.

### Skills/Attitudes Required for Success

Geography helps you to develop a wide range of employable skills such as; map, photograph and data interpretation. You must be able to apply basic mathematical statistical skills such as mean, median, mode, range & frequency within a geographical context. If you like problem solving, evaluating strategies to overcoming natural hazards and investigating the impact of global inequality, then this is the course for you. Students who will do well on this course will be numerate, literate and enjoy investigating the environmental challenges in different locations around the world.

### If you pick GCSE Geography as an option, we will expect you to:

- Complete all classwork and homework with care to a high standard.
- Be fully prepared for lessons, ensuring you have all correct equipment.
- Be focused and well behaved in lessons.
- Contribute to whole class discussions and activities.
- Be an effective contributor as part of a group to carry out data collection at fieldwork sites.
- Hand homework in on time.
- Take an interest in geographical issues outside of the classroom.

### Staff Contact for Further Information

Miss L Reid or Mr C Stoneley



## HUMANITIES CHOICE: HISTORY



### COURSE CONTENT:

The first paper is a World Study and looks at International relations after the Great War and how one war led to another. We also focus on Germany 1890-1945 and explore why Hitler rose to power as well as the Nazi State.

### Topics include-

- The German Kaiser
- The rise of the Nazi Party
- The collapse of Democracy in Germany
- The Treaty of Versailles
- Appeasement and the road to war

The focus of Paper 2 is-

- **Health through time since 1100**
- So we look at topics ranging from Hippocrates to Heart Transplant, from medieval monasteries to MRI
  
- **The Normans**
- Conquest of England
- Castles and control

Church and legal system- why those changes matter today

Specification

8145

Exam Board

AQA

### Assessment Details

All topics will be assessed in the final examination but there will be lots of practice exams to help you prepare.

### Skills/Aptitudes Required for Success

The course will require all students to examine material in depth from a range of viewpoints and to be constantly revising their knowledge at home. A great deal of maturity will be required to organise revision so that in the examination students can recall select and organise their answers. The main skills used are the PEE skills used in English.

Careers using History include the Law, Police work, journalism, the Armed Forces and teaching.

### Staff Contact for Further Information:

Mr A McHugh

## FREE CHOICE: BTEC VOCATIONAL AWARD HOSPITALITY AND CATERING

### COURSE CONTENT:

This is a two-year course, where students will gain the knowledge and understanding of:



- Hospitality and catering provision
- How hospitality and catering providers operate
- Health and safety in hospitality and catering
- Food safety in hospitality and catering
- The operation of the front and back of house
- Hospitality and catering provision to meet specific requirements.
- Health and safety in hospitality and catering provision
- Food safety -preventative control measures of food-induced ill health.

A great deal of the specification will be taught through practical experiences so that a greater understanding of the functions and working characteristics of food materials is obtained. This method of teaching allows sufficient time for the theory to be taught alongside the making experience.

During the course pupils will be expected to demonstrate their food preparation and cooking techniques as part of the non-exam assessment.

### Specification

**WJEC Level 1/2 Vocational Award in  
Hospitality and Catering (Technical Award)**

### Exam Board

**WJEC**

### Assessment Details

The course consists of two units; unit 1 is worth 80 marks and unit 2 is worth 120 marks. between external examination and internal portfolio-based work. The breakdown of the units is listed below:

- Unit 1: The hospitality and catering industry (external written examination) worth 40%
- Unit 2: Hospitality and catering in action (internal practical assessment) worth 60%

The rationale for all qualifications in the BTEC Vocational Award Hospitality and Catering is to:

- Inspire and enthuse learners to consider a career in the hospitality and catering sector.
- Give learners the opportunity to gain a broad knowledge and understanding of, and develop skills in, the hospitality and catering industry.
- Support progression to a more specialised Level 3 vocational or academic hospitality and catering course or an apprenticeship.
- Give learners the potential opportunity, in due course, to enter employment within a wide range of junior job roles across the hospitality and catering industry.

### Staff Contact for Further Information

Mrs S D'Rozario

## FREE CHOICE: GCSE MUSIC



### COURSE CONTENT:

Music is constantly evolving, inspiring creativity and expression in a way that no other subject can. That's why AQA have designed a relevant and contemporary GCSE qualification that offers you the chance to study a wide range of musical genres, with more opportunities for practical learning. AQA GCSE music brings theory, listening and composition to life in new and engaging ways, and links to the world around us like never before. Every student has different learning styles and musical tastes, which is why AQA GCSE values all music styles, skills and instruments. AQA GCSE Music will enable you to not only study musical styles in a

theoretical sense, but also perform and compose the music you love.

### Specification

GCSE Music

### Exam Board

AQA

### Assessment Details:

The course is broken down into **3 areas**:

	<u>Understanding Music</u>	<u>Performing Music</u>	<u>Composing Music</u>
<b>What's assessed</b>	<ul style="list-style-type: none"> <li>• Listening</li> <li>• Contextual understanding</li> </ul>	Music performance	Composition
<b>How it's assessed</b>	Exam paper with listening exercises using excerpts of music	As an instrumentalist and/or vocalist	Written compositions
<b>Questions</b>	<ul style="list-style-type: none"> <li>• Section A: Listening (68 marks)</li> <li>• Section B: Contextual understanding (28 marks)</li> </ul>	<ul style="list-style-type: none"> <li>• Performance 1: Solo performance (36 marks)</li> <li>• Performance 2: Ensemble performance (36 marks)</li> </ul>	<ul style="list-style-type: none"> <li>• Composition 1: Composition to a brief (36 marks)</li> <li>• Composition 2: Free composition (36 marks)</li> </ul>
<b>The exam</b>	<b>1 hour 30 minutes</b>	<b>Coursework</b>	<b>Coursework</b>
<b>Weighting</b>	<b>40% of the GCSE (96 marks in total)</b>	<b>30% of the GCSE (72 marks in total)</b>	<b>30% of the GCSE (72 marks in total)</b>

This means that **60% of the course is based around coursework** with the remaining **40% being a written exam**. AQA GCSE music offers a practical, academic and compositional introduction to life and work in the field of music.

More information can be found at <https://www.aqa.org.uk/subjects/music>

### Staff Contact for Further Information

Mr B McArdle

## FREE CHOICE: GCSE PHYSICAL EDUCATION



### COURSE CONTENT:

The Physical Education GCSE gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The focus is on the knowledge and understanding of skills in health, fitness, activity and sport. Learners will also develop knowledge and understanding of the key body systems and how they impact on health, fitness and performance in physical activity and sport. They will also explore common sports injuries and the short- and long-term effects of exercise. Learners will gain theoretical understanding of the training, nutrition and psychological factors that influence and impact on engagement in sport and activity. They will also learn the underpinning principles of training and socio-cultural influences of sport.

Specification

Exam Board

AQA

### Assessment Details:

Pupils are assessed in three units of work:

- Two written examinations – 1 hr 15m per exam / 78 marks / 30% per exam each
- One non-examination assessment – Practical performance plus written performance analysis / 100 marks / 40%

Units of work:

- Paper 1: The human body and movement in physical activity and sport.
- Paper 2: Socio-cultural influences and well-being in physical activity and sport.
- Practical performance in physical activity and sport.

Assessment methods include written examinations, practical performance and analysis and evaluation of a performance in one sport or physical activity.

Grading – Between 1-9.

### Skills/Aptitudes Required for Success

- An interest in sports
- The ability to perform to a high standard practically in both a team and individual sport
- Keenness to develop knowledge, understanding and skills that enable progression within specific areas of employment
- Motivation to improve own learning and performance
- Ability to work with others
- Ability to solve problems

Sport – many jobs relate to sport such as teaching, coaching, jobs in health, sport science, administration or sports management.

More information can be found at <https://www.aqa.org.uk/subjects/physical-education/gcse>

### Staff contact for further information

The PE Faculty- Miss Guilfoyle

## SEPARATE SCIENCE – BIOLOGY, CHEMISTRY & PHYSICS

### Specification

GCSE (9-1) Combined Science

### Exam Board

Pearson

Pupils selected for Separate Sciences will be achieving a high standard in Year 9 and will demonstrate an excellent attitude to learning and independent study.

Pupils studying Separate Sciences will gain 3 GCSEs in Biology, Chemistry and Physics.

The course is 100% examination at the end of Year 11 and practical skills are assessed within the written papers. Students will be required to keep a record of all their practical work in a separate Practical Science log book. There are also different weightings for maths within each Separate Science examination: Biology 10%; Chemistry 20%; Physics 30%.

### COURSE CONTENT:

Students will start the GCSE in Year 9, building on skills, knowledge and understanding from years 7 and 8. The students will complete the first half of the Separate Science course (Paper 1) in Year 10 and complete the second half of course (Paper 2) in Year 11. Students will study a variety of Biology, Chemistry and Physics topics and these topics will be assessed in 6 separate examinations at the end of year 11, 2 examinations for each Separate Science. Each exam is worth 50% of the Separate Science qualification.

Over the 2-year course they will cover the following topics:

Topics studied in Year 10	Topics studied in Year 11
<b>Biology Paper 1:</b> Key concepts in biology; Cells and control, Genetics; Natural selection and genetic modification; Health, disease and the development of medicines.	<b>Biology Paper 2:</b> Key concepts; Plant structures and their functions; Animal coordination, control and homeostasis; Exchange and transport in animals; Ecosystems and materials.
<b>Chemistry Paper 1:</b> Key concepts in Chemistry; States of matter and mixtures; Chemical changes; Extracting metals and equilibria; Transition metals, alloys and corrosion; Quantitative analysis; Dynamic equilibria calculations involving gas volumes.	<b>Chemistry Paper 2:</b> Key concepts; Groups in the periodic table; Rates of reaction and energy changes; Fuels and earth science; Tests for ions; Hydrocarbons; Polymers; Alcohols and carboxylic acids; Bulk and surface properties of matter including nanoparticles.
<b>Physics Paper 1:</b> Key concepts of Physics; motion and forces; Conservation of energy; Waves; Light and the electromagnetic spectrum; Radioactivity; Astronomy.	<b>Physics Paper 2:</b> Key concepts; Energy; Forces and their effects; Electricity and circuits; Magnetism and the motor effect; Electromagnetic induction; Particle model; Forces and matter; Static electricity.

### Assessment Details

External examinations will be sat in May/June of Year 11.

### Staff Contact for Further Information

Mrs A Baynham

## MODERN LANGUAGES CHOICE: SPANISH



### COURSE CONTENT:

- 4 skills
- } Listening
  - } Reading
  - } Speaking
  - } Writing

### Themes & Topics

[Theme 1: Identity and Culture](#)

[Theme 2: Local, National, International and Global Areas of Interest](#)

[Theme 3: Current and Future Study and Employment](#)

Specification

8698

Exam Board

AQA

### Assessment Details

Two Tiers of entry for all four skills: Higher Level (Grades 4-9)  
Foundation Level (Grades 1-5)

Final Examinations:

Listening 25%  
Reading 25%  
Speaking 25%  
Writing 25%

### Skills/Aptitudes Required for Success

A capacity for hard work and the ability to meet deadlines are required.

Spanish – Any job abroad requires the ability to communicate in a foreign language. Languages are particularly relevant to interpreters and translators, language teachers, some government departments, bilingual secretarial work, librarianship, travel and tourism, hospitality and catering, the media, the law and industry and commerce.

### Staff Contact for Further Information

Mrs S Sutton

## FREE CHOICE: SPORT TECHNICAL AWARD



### **COURSE CONTENT:**

The Sport Technical Award gives learners the opportunity to develop sector-specific knowledge and skills in a practical learning environment. The focus is on the knowledge and understanding of skills in health, fitness, activity and sport. Learners will also develop knowledge of the body systems, common sports injuries and technological advances that impact on sport and activity. Learners will gain theoretical understanding of the training, nutrition and psychological factors that influence and impact on engagement in sport and activity. They will also learn the underpinning principles of leadership and the physical and psychological benefits for session participants.

### **Specification**

**BTEC Level 1/Level 2 Technical Award in Sport, Activity and Fitness**

### **Exam Board**

**Pearson**

### **Assessment Details:**

Pupils are assessed in three units of work:

- Two internal assessments – assignments set and assessed by teachers 60%
- One external assessment – 1.5hr written exam / 70 marks / 40%

Units of work:

- Unit 1: Preparing for Sport and Physical activity
- Unit 2: Taking part and improving others sporting performance
- Unit 3: Developing Fitness levels in self and others

Assessment methods include case studies, assignments along with projects, performance observation and time constrained assessments.

Grading – Level 1 Pass to Level 2 Distinction \*

### **Skills/Aptitudes Required for Success**

- Motivation to gain a nationally recognised vocation- specific qualification
- Keenness to develop knowledge, understanding and skills that enable progression within specific areas of employment
- Motivation to improve own learning and performance
- Ability to work with others
- Ability to solve problems

Sport – many jobs relate to sport such as teaching, coaching, jobs in health, sport science, administration or sport's management.

More information can be found at [www.pearson.com](http://www.pearson.com)

### **Staff Contact for Further Information**

Miss M Guilfoyle

## Options Evening Locations

Please find below where to find subjects and staff this evening

Staff/Subjects	ROOMS
Mrs Kelly- Overall Options	<b>Ambrose (near the stairs)</b>
Careers Advisor	<b>Ambrose</b>
Mrs Walker- SENDCO	<b>Room 11</b>
Duke of Edinburgh Award- Miss Hughes	<b>Piazza</b>
Spanish	<b>Room 8/9</b>
Geography	<b>Room 8/9</b>
History	<b>Room 8/9</b>
Art and Design	<b>Drama Studio</b>
Computer Science	<b>Dining Hall</b>
Drama	<b>Drama Studio</b>
Hospitality and Catering	<b>Dining Hall</b>
Food Preparation and Nutrition	<b>Dining Hall</b>
Music	<b>Drama Studio</b>
Child Development	<b>Dining Hall</b>
Sport	<b>Dining Hall</b>
Construction	<b>Dining Hall</b>
Separate Science	<b>Piazza</b>